



CHARACTERISTIC OF MARIANIST EDUCATION

Educate for Adaptation and Change

A. Follow Mary’s words to “do whatever he tells you.” Discern the movement of the Holy Spirit in response to the signs of the times.

(64) Marianist education exists in confident, joyful union with Mary to discern and follow the will of the Holy Spirit, adapting its pedagogy to the needs that Christ, Mary’s son, calls us to serve. In Mary’s fiat, we see her openness to the movement of the Holy Spirit, her “yes” to the mystery of the future. In her counsel at Cana to “Do whatever he tells you,” we hear Mary urging us today to be equally available to God’s prophetic call to action. We believe we are especially called to witness and develop the Marian face of the Church.

B. Educate to shape the future.

(65) “New times call for new methods,” Chaminade said. The Marianist school faces the future calmly, integrating acceptance and adaptation. Thus, our intention is not simple submission to the future but the hope-filled shaping of it. We encourage this attitude in our students, educating them to be bearers of the best of our

tradition and to meet change actively with faith-filled discernment and reflection in light of the signs of our times. From this formation, our students become leaders who have the desire and ability to shape the future through social transformation. Fulfilling the school's mission in changing times requires that school personnel wisely employ new methods and new technologies to enhance their administration and teaching, guided by strategic planning based on Marianist pedagogy, *The Principal Characteristics of Marianist Administration*, and Christian wisdom.

C. Educate persons to accept and respect differences in a pluralistic society.

(66) We cultivate in our students both skill and virtue. The skills required for dialogue, consensus and teamwork depend on the virtues of loving acceptance of others and faithful dedication to a collaborative, honest and hopeful search for truth. The Marianist school fosters these virtues by intentionally uniting people from diverse backgrounds in community. This community provides direction for our students' mutual growth through the appreciation of people with differing values. The Marianist school lives in the creative tension of being faithful to our own religious tradition in the midst of a pluralistic society.

If children are properly helped and loved,
they themselves can become peacemakers, builders
of a world of fraternity and solidarity. With their
enthusiasm and youthful idealism, young people can
become 'witnesses' and 'teachers' of hope
and peace to adults.^{xix}

D. Develop critical thinking skills in the search for truth and to inspire informed action.

(67) We teach our students to see how Marianist habits of reflection can help them to understand another's point of view as well as how to develop and evaluate alternatives, judge prudently and choose

responsibly. To foster the search for truth, the Marianist school not only helps students to develop the skills needed to acquire, process and evaluate information—particularly from social media—but also encourages them to use what they learn, in the context of faith, to mindfully guide their actions. Bearing witness with common sense and practical skills, Marianist educators collaborate to achieve these goals.

E. Be open and adapt to local and global contexts through enculturation and interdisciplinary education.

(68) Marianist education adapts to distinctive local cultures. The Marianist school most benefits its own local community by complementing this adaptation with global awareness. Toward this end, Marianist educators encourage the study of world languages along with connections, real and virtual, to other cultures, especially within the international Marianist educational network. Academically, our schools offer integrated curricula, for example, religion and science, to help students see the interconnectedness of human knowledge as a sound intellectual foundation for effective action in an increasingly interdependent world. We provide opportunities for all our students to put this education into action through cross-cultural service immersion experiences.



Quotations from Marianist Sources

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(69) “Though we are not men of the world, we are not for all that, men of another age or of another country. Our lives are not hidden, they are not relegated to the deserts, or passed within the narrow limits of a cell. To act on the world we are persuaded that we must know it, and hence our life is mingled with all the movements that influence the trend of the epoch, and call for a new order of requirements.” —*Jean-Baptiste Lalanne, Address Delivered at the Distribution of Awards of Institution Sainte-Marie, Rue Bonaparte, Paris, in 1852, quoted in The Spirit of Our Foundation, vol. 3, no. 394.*

(70) “Everywhere we should aim to foster, in a profession that is notoriously individualistic, teams of educators in mission—people who work together harmoniously in a shared enterprise for the human and Christian formation of their students. Teamwork and partnership have to become still more characteristic of our educational mission. Working at the heart of a group of fellow educators to create this spirit and style can be a missionary work” —David J. Fleming, SM, “Educators and Missionaries in a New Key,” *Circular #10, September 12, 2003, 104*.

(71) “Modern thought has established the principle that without schools there is no democracy or economic development. If we wish to live together in peace and move forward together, we must firmly believe in the civilizing value of the school’s educational work ...” —Antonio Gascón, SM, “Significance and Origin of the Teaching Apostolate in the Missionary Charism of the Society of Mary” in *Identity of Marianist Education, Charles-Henri Moulin, SM, and Eddie Alexandre, SM et al (Rome: SM General Administration, 2017), 245*.

(72) “There are several mutually related characteristics which are recognized in all Marianist schools around the world. They can be summarized as three traits: family spirit, respect for the personality of the child, and a prudent discernment open to the adaptations required by changing times and surroundings.” —Paul J. Hoffer, SM, *Pédagogie Marianiste (Paris: Centre de Documentation Scolaire, 1956), 86*.

(73) “A school ought to be continually revising its methods, bearing in mind the complexity and instability of the real world. The development of new circumstances presupposes on the part of educators a calm affectivity and respectful humility in the face of truth.” —Paul J. Hoffer, SM, *Pédagogie Marianiste (Paris: Centre de Documentation Scolaire, 1956), 113*.